1: Childs M-5 (1924-1940) 1949 FP13 Mbundu FP13

teachers who have themselves had traditional training and have maintained their own kinship ties, then we can work out with them sound social methods.

Language teaching is of great importance in the field under consideration. The mission schools have produced remarkable results in their teaching of the Portuguese language, results probably unequalled by schools similarly situated and conditioned elsewhere. Regulations prohibiting the vernacular except in religious instruction, and requiring the use of Portuguese in all schools from the start,[1] have created great difficulties. No responsible person in touch with the situation questions the utility of teaching the language of the European colonial power, but the educational soundness of attempting to use, as a medium from the start, a language which is not used in the home is open to serious question. It is obvious that such a policy must seriously curtail the effectiveness of the school. The vernacular is still allowed for 'religious instruction' but beyond this, almost nothing but instruction in the Portuguese language can be accomplished. This policy compartmentalizes the school work to an unfortunate degree and places such emphasis on the mere acquiring of a language that the whole programme is warped. It is even inefficient as regards the teaching of the language itself, for pupils who have first had systematic instruction in their mother tongue are by that fact better equipped to acquire a European language.[2]

The French colonial authorities, who first applied language regulations of this sort in Africa, have come to realize the necessity for some modifications in practice. Gouverneur-Général Brévié, of Afrique Occidentale Française, in December 1931 stated:

> . . . In order that this system of education may produce the best results immediately, we must not hesitate to have recourse to the local

[1] Enforced since 1922 under the provisions of Decree 77 of 9 Dec., 1921 (*Boletim Oficial* No. 50, 1921). The text with an English translation may be found in *Treaties, Acts, and Regulations relating to Missionary Freedom* (London: International Missionary Council, 1923). A law of April 1938 lays down still more difficult regulations regarding the teaching of Portuguese and includes certain provisions which frankly discriminate between Protestant and Roman Catholic mission schools.

[2] 'in Achimota (Gold Coast) . . . by means of convincing tests it has been established that a child educated in his mother tongue in one year obtains a knowledge of English which otherwise would take him six years to acquire' (Gouverneur-Général Olivier, *Six Ans de Politique Sociale à Madagascar*, chap. v, quoted by Paul Crouzet in the *Educational Yearbook 1931*, p. 472).